Indian Education for All

Model Teaching Unit

Language Arts - Middle School Level

For Marlene Carvell's
Sweetgrass Basket

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
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- Language Arts -
Middle School Level
For

Sweetgrass Basket

By
Marlene Carvell

Unit written by Michael Munson-Lenz and Debra Westrom

Published by the Montana Office of Public Instruction 2010

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Anchor Text

Carvell, M. *Sweetgrass Basket*. New York: Dutton Children's Books. 2005.

Fast Facts

Genre	Poetry
Suggested Grade Level	7 (can be modified for 5th-8th grade classes)
Tribe (s)	Mohawk
Place	U.S.-Canadian border, upstate New York and Carlisle Indian School, Southern Pennsylvania
Time	1879-1918

About the Author and Illustrator

Marlene Carvell earned a Master of Fine Arts degree from the University of Texas at Austin. Her career has consisted of teaching at both secondary and post-secondary levels. In addition to teaching, Carvell has authored *Who Will Tell My Brother?*, *Sweetgrass Basket*, and *Caught Between the Pages*. Carvell's publications have earned nominations and awards from the International Reading Association, the Young Adult Library Services Association, the Jane Addams Peace Award, the American Library Association, and many others. Ms. Carvell currently lives with her husband and has recently retired from

teaching English at a high-school in New York State. The above information can be found on the book jacket and the Marlene Carvell website (http://www.marlenecarvell.com/index.html).

Text Summary

Carvell uses prose poetry in alternating voices to illustrate the stories of two Mohawk sisters. Mattie and Sarah are sent to Carlisle, an off-reservation boarding school where intimidation, corporal punishment, and domestic training are used to assimilate students from their traditions into mainstream America. The sisters' love and protection of culture, memories, family, friends and one another, through this demoralizing experience create an extraordinary novel.

Materials

- 1 copy per student- *Sweetgrass Basket* Unit Pre-Test
- Chalkboard, Whiteboard, SMART Board, or Projector
- Several sticky notes for each student
- Student journals- A plain lined-paper notebook with student-labeled dates specific to each journal entry works well.
- 1-3 copies for class- *Away from Home: American Indian Boarding School Experiences* Presentation Log
- 3 copies of per student- Character Map Thought Organizer
- 1 copy of each per student- Character Maps for Self, Shi-Shi-Etko, Mattie, and Sarah
- Optional- Individual student access to a computer (lab situation is best)
- 1 copy per student- Sweetgrass Basket Group Act-It-Outs handout/rubrics
- 1 copy per student- Sweetgrass Basket Final Project handout/rubric
- 1 copy per student- Sweetgrass Basket Unit Post-Test

Implementation Level, Essential Understandings and MT Content Standards

<table>
<tr><th colspan="2">Implementation Levels</th><th colspan="4">Essential Understandings - Big Ideas</th><th colspan="2">Montana Content Standards</th></tr>
<tr><td>4</td><td>Social Justice</td><td></td><td>1-There is great diversity between tribes.</td><td></td><td>4-Tribes reserved a portion of their land-base through treaties.</td><td rowspan="2">Communication Arts
1.3, 1.5, 1.7, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14, 3.1, 3.2, 3.5, 3.6, 5.1, 5.3, 5.6, 5.13</td><td rowspan="2">Technology
1.5, 2.1, 2.2, 2.3, 2.4, 2.2, 3.5, 4.1</td></tr>
<tr><td>3</td><td>Transformative</td><td>X</td><td>2-There is great diversity between individuals within any tribe.</td><td>X</td><td>5-History is told from subjective experience and perspective.</td></tr>
<tr><td>2</td><td>Additive</td><td rowspan="2"></td><td rowspan="2">3-Ideologies, traditions, beliefs, and spirituality continue through a system of oral traditions.</td><td>X</td><td>6-Federal Indian policies shifted through seven major periods.</td><td rowspan="2">Social Studies
1.1, 1.3, 2.6, 3.1, 3.4, 4.1, 4.4, 4.6, 4.7, 6.1, 6.2, 6.5</td><td rowspan="2">World Languages
6.2, 7.1, 7.4, 8.1</td></tr>
<tr><td>1</td><td>Contributions</td><td></td><td>7-Three forms of sovereignty exist in the US - federal, state, & tribal.</td></tr>
</table>

Learning Targets

- I listen attentively.
- I work effectively and respectfully in a small group.
- I make and explain inferences and conclusions using details and connections between multiple sources related to boarding school experiences.
- I compare and contrast important print/non-print information with one another and my existing knowledge to draw conclusions and to relate to boarding school experiences.
- I interpret and provide oral and written responses to ideas and feelings generated by *Sweetgrass Basket* and the other sources that I used and I am able to compare my responses with my peers.
- I demonstrate understanding of and analyze literary elements such as character and plot.
- I ask questions, check my inferences, and summarize information prior, to during and after reading and viewing the sources related to boarding school experiences.
- I make connections, explain relationships between, and integrate similar information from the sources related to the boarding school experiences.
- I identify cultural perspectives including those of the American Indians, People of the First Nations, and Indigenous Peoples of Australia.
- I respond to sources related to boarding school experiences on the basis of personal insights and respect the different responses of my classmates through a blogging experience.
- I create and share responses to sources related to boarding school experiences through the application of technology and performing arts.
- I share information in appropriate ways for intended audiences.
- I summarize major issues, such as boarding school experiences affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes of Montana and the United States.

Companion Resources

- Archuleta, M. L., Child, B. J, & Lomawaima, K. T. *Away from Home: American Indian Boarding School Experiences, 1879-2001*. Phoenix: Heard Museum. 2000.
- Campbell, N. I. *Shi-Shi-Etko*. Toronto, Canada: House of Anansi Press. 2005.
- Noyce, P. (Producer), Olsen, C. (Producer), Winter, J. (Producer) & Noyce, P. (Director). *Rabbit Proof Fence* [Motion picture]. Australia: Miramax Films. 2002.

Day by Day Plan - Steps

Options for Teaching Sweetgrass Basket

- Consider inviting your school librarian team with you on this project. Especially note *Day Two-Building Background Knowledge Workshop.*
- This unit is designed to incorporate the following resources: *Away from Home: American Indian Boarding School Experiences*; *Shi-Shi-Etko*; *Rabbit Proof Fence*. However, educators who do not have access to them are encouraged to explore the day-by-day lessons and utilize those aspects that are appropriate for their classrooms.

Day One- Pre-Test, Read Shi-Shi-Etko & Exit Ticket

1. Pass out the *Sweetgrass Basket* Unit Pre-Test. It is attached at the end of the unit plan. Instruct students to complete the questions the best they can. Remind them that this is a pre-test and the results will help you and your students understand how their understandings have changed throughout the unit. Collect the pre-tests.
2. Introduce *Shi-Shi-Etko* by explaining that Shi-Shi-Etko is a young girl who lives in Canada. Explain that she is leaving to attend a Residential School. Ask if anyone knows what a Residential School is. Help students make a connection to the synonymous term Boarding School, commonly used in the United States. Explain that the Indian Boarding Schools that are being examined throughout the unit are historical. Explain that the first Indian boarding school in America began in 1879. Explain that boarding schools still exist in America and throughout the world today. Help them understand there are many types of boarding schools and that today, people often choose to attend them.
3. Introduce the book, author and illustrator of *Shi-Shi-Etko*. Do not read the Author's Note opposite of the copyright page. Read the entire *Shi-Shi-Etko* story aloud.
4. Upon completion of the story, explain that students must complete their "Exit Ticket" assignments before they may leave the class. You may write the following assignment on the board, in a PowerPoint presentation, in a SMART Notebook page, or wherever you would like. If you choose one of these options, have students use a piece of their own paper to complete the assignment.

   Your "Exit Ticket" for today is to:

   A. Tell one thing you learned today, in a complete sentence.
   B. If you think back to *Shi-Shi-Etko*, what is something that stands out to you? Explain.
   C. What is one question from the pre-test that you didn't know but hope to learn more about?
   D. Extra Credit- Any other thoughts, feelings, hopes, etc.
5. Collect Exit Tickets as students are dismissed.
   ✓ <u>Assessment</u>- Today's Exit Tickets can be assessed quickly by looking (and awarding points) for students' responses to the three questions above.

Teacher Tip: Suggestions for quick formative assessment are located directly under collection of items throughout the curriculum. They are often labeled as seen on the left. If you find that students are not meeting the expectations of the assessment, it is a good idea to re-teach the concept(s). In addition, use your own discretion regarding assessment of usage of complete sentences throughout the unit based on students' developmental and performance levels.

Day Two- Building Background Knowledge Workshop

1. Organize the room so that students can complete the two tasks listed below.
2. When class begins, explain that the class is going to participate in the first day of a three day Building Background Knowledge Workshop.
3. Display and go over the following information. Students will need to use their journals and sticky notes to complete the four tasks.
   A. Choose and label (with a sticky note) a page from *Away from Home: American Indian Boarding School Experiences*. This can be

Teacher Tip: Students are required to complete several tasks during this day. Appropriate room arrangement and extra adult assistance may be very helpful to ensure student success. One suggestion is to set up stations in the library and ask the librarian to assist as needed. Students can move through a rotation about every 10 minutes to complete the specific tasks found at each table. It is important that students are silent to ensure all students have equal opportunity to do their best work at each station.

anything that you find interesting. Tomorrow you will share what your selection is, why you picked it, how it relates to Indian Boarding Schools, and any other reactions you have to your selection.

B. Spend time with a partner or a small group exploring the information related to Boarding Schools and the Interactive Map found at http://www.pbs.org/indiancountry/history/interactive_map.html.

C. You will have eight to ten minutes of silence to read and view as many of the articles and images at your table as you can (those items can be selected and printed from sources found in the Bibliography). At the end of the ten minutes, you must select two articles, keeping in mind, the questions from the pre-test, and highlight anything that is meaningful to you, as well as answers to those questions. You will be expected to share these in class during our Popcorn Read.

D. Choose one or more of the articles or images and respond in your journal by telling why you chose this piece. What is your reaction to the articles and images you chose to look at? Explain your thoughts, feelings, and anything else you think is important or stands out to you.

4. Provide students the time needed to complete these tasks. Provide students with a method for keeping the articles they have highlighted, such as carrying folders with them.
5. Collect the journals or journal entries as an Exit Ticket while students are dismissed.
   ✓ Assessment- Today's Journal entry can be assessed quickly by looking (and awarding points) to see if students provided their reactions to the artifact they chose to look at. This reaction can provide an insight regarding each student's understanding of the selected article.

Day Three- Building Background Knowledge Workshop

1. Begin class by explaining that students will be presenting their choices from *Away from Home: American Indian Boarding School Experiences.* Discuss the importance of and your expectations for respecting the speaker. Direct students to use the "*Away from Home: American Indian Boarding School Experiences* Presentation Log" to help keep track of their peers' presentations. It is attached at the end of the Unit Plan. Instruct them to write each student's name on the corresponding line as they present. You may expand the worksheet to include the appropriate number of entries by duplicating the worksheet as needed.

> ***Teacher Tip:*** Selections from *Away from Home: American Indian Boarding School Experiences* can be shared in multiple ways. A teacher may want to project the selections using a document camera, or PowerPoint that has been created by scanning students' selections in. Another method is to make copies and distribute them to students. One final option is to have each student locate their selection in the book and have them hold it up as they present.

2. Display and go over the following information:
   Today, you will present your *Away from Home* choices, be sure to share:
   A. What your selection is;
   B. Why you picked it;
   C. How it relates to Indian Boarding Schools;
   D. Any other reactions you have to your selection.
   E. You may refer back to the book if you need to.
3. Begin and continue presentations until every student has presented.

✓ Assessment- Today's presentation can be assessed based on the following criteria. Pay particular attention to the third item, which demonstrates student understanding of the selection as he/she presents. Did he/she share:

i. What his/her selection was;
ii. Why he/she chose it;
iii. How it relates to Indian Boarding Schools;
iv. Any other reactions he/she had to the selection.

Day Four- Building Background Knowledge Workshop

1. Instruct students to retrieve the articles they highlighted for the Popcorn Read.
2. Display, discuss and emphasize the following instructions for the Popcorn Read.

Popcorn Read

A. The room will be silent except for the one person talking.
B. We will get in a circle to begin.
C. One person will begin by reading a piece of information, or quote, that stands out to him/her.
D. There is no certain order, so each student should try to find a connection to what was said and read the piece of information, or quote, that stands out to him/her at the time that he/she feels is important. Every student should read at least one time.
E. It is ok to repeat a phrase if it is something the student thinks is important as well.

3. Begin the Popcorn Read with a piece that you as the teacher would like to share. Continue the Popcorn Read until each student has shared as many times as you think is appropriate.
4. Upon completion of the Popcorn Read Activity, have students respond to the questions "A" – "H" in their journals, in complete sentences:

A. What was the experience of the Popcorn Read like?
B. What new ideas and feelings did you gain from the experience? Describe these in the best detail possible.
C. Explain the connections and relationships you were able to make as a result of the Popcorn Read?
D. How did highlighting key points help you?
E. How did it help to hear what others read aloud?
F. What was it like to try to connect to what other people think is important?
G. Explain the new understandings that you gained from the experience?

✓ Assessment- Today's Popcorn Read can be assessed in two ways:

i. Based on the discussion, participation throughout the discussion encourages students to take part in a very meaningful experience when otherwise unlikely to do so. One way to do this is to record that each student has shared a specific number of times.
ii. Based on students' journal entries, questions B and C can provide an understanding of students' progression.

Day Five- Inferences between Shi-Shi-Etko and Sweetgrass Basket

1. Begin class by teaching students what an Inference is. One way you can do this is by displaying the following information and discussing it with them.

Inferences

An inference (sort of prediction) is your ability to use facts and details to discover unstated meanings and ideas about what you are reading or looking at.

For example, you can make inferences about a character's: personality traits, feelings, interactions with others, conflicts, motivation, decisions, outcomes, etc.
After you make an inference you read/learn more to determine whether your inference was correct/incorrect and learn more.

2. Ensure student understanding of inference by providing examples such as the following: Within many Cinderella stories, the main character is a girl whose family forces her to work, perform unpleasant tasks, and she has poor clothing and difficult living circumstances. If you were to stop at some point throughout the middle of these stories, what would you infer about Cinderella's outcome? (You might infer that her hard work, dedication, tolerance and kindness would be rewarded and that she would live happily-ever-after.) Why might you make these inferences? (You might make these inferences because Folk Tales, such as Cinderella and the other versions from around the world are Traditional Stories. As a rule, Traditional Stories and Folk Tales exist to teach lessons. Therefore, goodness is almost always rewarded and evil is almost always punished. Note: Point out to students, however, that *Shi-Shi-Etko* and *Sweetgrass Basket* are not Traditional/Folk Tale Stories; therefore, students should make inferences based not on a formula but on the students perception of the information in the story. Hold or display *Sweetgrass Basket* and *Shi-Shi-Etko* for students to see. Ask students to make inferences about the relationships between *Shi-Shi-Etko* and *Sweetgrass Basket*. Provide a minute for students to record their inferences in their journals. Provide a minute for students to share their inferences with a partner or person who sits near them. Then, ask the class to come back together. Ask students to volunteer their inferences. Discuss them.
3. Read the introduction of *Shi-Shi-Etko* that Nicola I. Campbell has written for her readers. It is located on the facing page of the copyright information.
4. Introduce *Sweetgrass Basket* and Marlene Carvell. There is wonderful information on the inside of the book jacket, if you have hard back copies. Also, be sure to read the Author's Acknowledgements, Author's Note and go over the pronunciation key that are at the beginning of the book. Emphasize that *Sweetgrass Basket* is a story about two Mohawk sisters who were sent to a Residential or "Boarding School" in the United States.
5. Pass out the Character Map and Character Map Thought Organizer for Shi-Shi-Etko. They are attached at the end of the unit plan.
6. Re-read *Shi-Shi-Etko* aloud. Have students record their thoughts on the Character Map Thought Organizer for Shi-Shi-Etko.
7. Ask students to record the inferences they have at this point in their journals. Ask them to reflect on the differences between their original inferences and those that they just made. Have them respond in their journals by answering the following questions:
   A. How have your inferences about the relationships between *Shi-Shi-Etko* and *Sweetgrass Basket* changed? Provide details that support your response.
   B. How are they similar? Provide details that support your response.
   C. Why do you think *Shi-Shi-Etko* and *Sweetgrass Basket* have been chosen for you to study?

   ✓ Assessment- Today's Journal entry can be assessed quickly by checking (and awarding points) students' understanding of Inference. In addition, it would be good to assess how students are at comparing and contrasting the information, in the first and second questions. Finally, students can be assessed on how they draw conclusions in the final question.

Day Six- Shi-Shi-Etko Character Mapping, Read pp. 1-10, Character Map Entrance Tickets

1. Pass out the Character Map for Self. Demonstrate how students should complete the character maps by using yourself as an example. Be sure to define what a trait is with students. You may want to look this up with them in the dictionary. Then, provide examples of your traits and the evidence that supports them. Note the character map asks for four traits and either two or three pieces of evidence in support of each trait. This format provides scaffolding for the students.
2. Provide students time to complete a character map for themselves.
3. Ensure students have their Character Maps and Character Map Thought Organizers for Shi-Shi-Etko from yesterday. Work through the Character Map for Shi-Shi-Etko with the students. Have students recount pieces from the story to complete the evidence pieces. They can record their thoughts on the Character Map Thought Organizer and then transfer their thoughts to the Character Map for Shi-Shi-Etko. Refer to the book as necessary.
4. Distribute a copy of *Sweetgrass Basket* to every student.
5. Read pages 1-10 of *Sweetgrass Basket* as a class.
6. Pass out two more Character Map Thought Organizers and the Character Maps for Mattie and Sarah. They are attached at the end of the unit plan. It is easiest if each Character Map has a Character Map Thought Organizer photocopied on the back. Have students complete their Character Map Thought Organizers for Mattie and Sarah as they move through the text. They will complete and turn in their Character Maps, using their thought organizers and sticky notes at the conclusion of the book.
7. Pair students according to appropriate reading level and working behavior. Provide time for students to complete the Character map Thought Organizers for today's reading and continue daily.

Teacher Tip: There are multiple techniques for involving all students while reading a text as a class. Comprehension can be increased by having two students read a section out loud, where one student reads Mattie's excerpts and the other reads Sarah's. One unbiased method is to draw "sticks" that contain each student's names. It is a good idea to vary the format to hold students' interest.

Teacher Tip: Providing sticky notes for students gives them the option to mark and take notes regarding significant events and comprehension throughout the text. Students can jot down thoughts and place them throughout the book, for future reference.

Day Seven- Character Map Entrance Tickets & Discussion, Read pp. 11-19, "What's Going On?" Exit Ticket

1. Instruct students to begin today's journal entry by writing, in complete sentences:
   A. One thing they learned about Mattie yesterday and
   B. One thing they learned about Sarah yesterday.
2. Move the class into a discussion, using their Character Maps and journals as guides, regarding Mattie and Sarah as characters. Students should share the information from their maps. They should focus on traits and evidence they were able to find for each character.
3. Read pages 11-19 of *Sweetgrass Basket* aloud as a class.
4. Upon completion of reading, have students continue today's response in their journals, in complete sentences:
   C. What experience were Mattie and Sarah describing in the part we read today?
   D. Give at least 2 specific examples from the story with page numbers that explain your answer.
   E. What is one thing you learned from today's reading?
5. Explain that they must turn in their journals as an Exit Ticket before leaving class.

✓ Assessment- Today's Journal entry can be assessed quickly by checking (and awarding points) students' comprehension of the plot during this portion of the story.

Day Eight- Forced Schooling Journal/Blogging

1. Begin today by conducting a brief discussion with your students regarding the plot of the story at this point in the reading. Move through the discussion by clarifying any misunderstanding students may have. Ensure students have a good understanding of the topics covered within the reading thus far.
2. The second portion of the class period can be done in three ways. As a teacher, you may choose between taking the students to a computer lab for an interactive- real-time blog journal experience that you have set up previously. You may also create a "Blogging Board" (bulletin board). To do this, have students respond to the questions below then post their responses on the "Blogging Board" when completed. Have students return to the bulleting board to retrieve another person's posts, respond to them, and return to the bulletin board. This may be repeated as many times as desired. Or, if it is better suited, students can respond to the following questions in their journals.

Teacher Tip: Blogging provides students the opportunity to discuss, through writing, appropriate issues, decided upon by the teacher, in an interactive, engaging, and meaningful way. Creating a blog does take a bit of initial preparation on the teacher's part, but is continued with minimal preparation. Plus, blogging provides an opportunity to print the discussion if desired. There are several options for creating blogs. One can use blogspot.com. You may view an example at http://mlenz.blogspot.com. Or, Pageflakes, http://www.pageflakes.com, is a wonderful way to limit the viewers of the page to your students alone.

Forced Schooling

As you think about the information and experiences you have learned about, in regards to Boarding Schools in the last two weeks, respond to the following questions. Make sure you label each part of your response by letter. Support your statements with specific details. Finally, be sure to start your response with your name.

Teacher Tip: Remind students as they consider what they have learned, that their discussion of boarding schools is in a historical setting, not contemporary.

A. Describe one experience that stands out in your mind with regards to how children got to boarding school. List the source your knowledge came from as well as describe the experience.
B. What are your reactions to this experience? Do you think Indian children should have gone to school this way? Explain.
C. You are forced to attend school today. Compare and contrast your experience to the experience you described above.
D. Do you think you should be forced to attend school? Why or why not?
E. Extra Credit- Respond to a classmate's blog response in a respectful manner. Take their perspective into consideration and support your statements with details when possible. Remember to state that classmate's name and yours when you do this.

✓ Assessment- Today's Journal entry, whether through traditional journaling or blogging, can be assessed quickly by looking (and awarding points) for participation, well-thought out responses that are supported with details, and the connections that students made between experiences, sources, etc. One way to do it is to award a designated number of points for answering each question thoughtfully, with detailed support, and awarding extra credit points every time a student responds to another's blog. The most important part of this

assessment is that the teacher has an understanding of where the students are, which can be understood when the responses are read.

Day Nine- Read pp. 20- 41 & Introduction to Rabbit Proof Fence (minute 0-20)

1. Read pages 20-41 of *Sweetgrass Basket* aloud as a class. Discuss as necessary.
2. Introduce the movie *Rabbit Proof Fence* by reminding students that Boarding and Residential Schools have existed throughout the world. Explain that *Rabbit Proof Fence* is a story about three girls' experiences in Australia.
3. Show *Rabbit Proof Fence* through minute 20.
4. Upon completion of the first 20 minutes of the video, have students respond in their journal by answering the following questions in complete sentences:
   A. Explain, while supporting with detail, the similarities that you've seen so far between *Shi-Shi-Etko*, *Sweetgrass Basket*, and *Rabbit Proof Fence*.
   B. Explain, while supporting with detail, the differences between *Shi-Shi-Etko*, *Sweetgrass Basket*, and *Rabbit Proof Fence*.
   C. Explain your feelings and reactions to the video so far.
   D. Why has *Rabbit Proof Fence* been chosen for you to view?
5. Explain that students must turn in their journals as an Exit Ticket before leaving class.
   ✓ Assessment- Today's Journal entry can be assessed quickly by checking (and awarding points) students' ability to:
      i. compare and contrast, using detail, the three sources;
      ii. explain their thoughts regarding their feelings;
      iii. make meaning regarding the importance of reading and viewing sources that focus on the broad cultural experiences.

> ***Teacher Tip:*** It's essential that you preview *Rabbit Proof Fence* before showing it to your students. One method for including a valuable learning tool such as a movie is to break it into sections that correspond with the featured novel. This is done within the *Sweetgrass Basket* unit. Follow your district's film selection and viewing policies.

Day Ten- Read through pp. 42-72

1. Read pages 42-72 of *Sweetgrass Basket* aloud as a class.
2. Discuss the reading as necessary. Pay particular attention to clarifying misunderstandings, misconceptions, and occurances within the story.

Day Eleven- "Homesick" Journal

1. Begin class by having students reflect on yesterday's reading through a journal. Introduce the questions, provide students time to think about the questions and then, provide time for students to respond in their journals.
   A. Summarize yesterday's reading of *Sweetgrass Basket*. Remember to include details that focus on explaining who was involved, what happened, when it transpired, where it took place, and how the events occurred.
   B. What was the primary emotion that was felt throughout the reading?
   C. What does it mean to be homesick?
   D. Have you ever been homesick? If yes, describe one experience. What did you miss the most about your family and home? If have never experienced homesickness, what do you think you would miss the most about your family and home.
   E. Describe one thing that Mattie and Sarah were homesick for.

2. Continue the class with a discussion. Discuss the answers to the first three questions as a class. Then, have students volunteer their experiences. This will provide an opportunity to develop a sense of understanding of one another.
   - ✓ Assessment- Today's lesson can be assessed quickly through two ways:
     i. The first is through assessment of the journals. Was the student able to express and summarize the occurances, identify the characters' emotions, etc? Was the student able to express his or her emotions and experiences effectively through writing?
     ii. The second is through assessment of the discussion. Did the student participate throughout the discussion? Was the student able to express and summarize the occurances, identify the characters' emotions, etc? Was the student able to express his or her emotions and experiences verbally?

Day Twelve- "Boarding School- The Beginnings" Journal/Blogging

1. For today's lesson you may choose between taking the students to a computer lab for an interactive- real-time blog journal experience, the blogging board experience, or students can respond in their journals.

Boarding School- The Beginnings

You have been exposed to three different boarding school resources so far. Each resource has shown a child or children's experiences going to boarding school. The resources are: *Shi-Shi-Etko*, *Sweet Grass Basket*, and *Rabbit Proof Fence*.

A. Please rate these experiences from most positive to least positive.
B. How were each of the characters feeling as they were heading to boarding school? Provide details, from each source, to support your thoughts.
C. Choose one of the experiences and explain how you would have felt if you were the character in this experience.
D. Extra Credit- Respond to a classmate's blog response in a respectful manner. Take their perspective into consideration and support your statements with details when possible. Remember to state that classmate's name, and yours when you do this.

✓ Assessment- Today's Journal entry, whether through traditional journaling or blogging, can be assessed quickly by looking (and awarding points) for participation, well-thought out responses that are supported with details, and the connections that students made between experiences, sources, etc. One way to do it is to award a designated number of points for answering each question thoughtfully, with detailed support, and awarding extra credit points every time a student responds to another's blog. The most important part of this assessment is that the teacher has an understanding of where the students are at, which can understood when the responses are read.

Day Thirteen- Rabbit Proof Fence (minutes 20-31) & Read pp. 73-87

1. Begin class by asking students how they felt about the journaling/blogging experience from the previous day.
2. Then, have a small discussion regarding their recollections about *Rabbit Proof Fence*.
3. Show students minutes 20-31 of *Rabbit Proof Fence*.
4. Upon completion of the video excerpt, read pages 73-87 of *Sweetgrass Basket* aloud as a class.
5. Finsih by reflecting, as a class, on today's excerpts of *Rabbit Proof Fence* and *Sweetgrass Basket*. Pay particular attention to having students provide accurate summarizations.

Day Fourteen- Read pp. 88-99 & "Special Place" Journal

1. Begin the class by reading pages 88-99 of *Sweetgrass Basket* aloud as a class.
2. You may want to discuss, Sarah's situation throughout pages 94-97.
3. Upon completion of the reading, have students respond in their journal by answering the following questions in complete sentences:
   A. Explain your feelings and reactions to the story so far.
   B. In Sarah's last excerpt, she explains her memory of her favorite stone, the great river, the gold water, and her memories of home. One might say that Sarah is thinking about her "special place." Do you have a place that is special to you?
   C. Write about the place you daydream about during school or at a time when it is difficult to focus. Be descriptive. Explain your favorite place in as much detail as possible. Provide a description similar to Sarah's that includes the sights, sounds, feelings, and smells of your special place.
   D. Share your daydream with a partner who is sitting next to you. Remember to be good listeners.
   E. Partners may decide to share daydreams with the class during a brief discussion.
6. Explain that they must turn in their journals as an Exit Ticket before leaving class.
   ✓ Assessment- Today's Journal entry can be assessed quickly by checking (and awarding points) students' ability to:
      i. explain their thoughts regarding their feelings and reactions to the story;
      ii. describe their special place and inlcude sights, sounds, feelings, and smells.
   ✓ Optional Assessment- Students can also be assessed on their interactions with their partner.

Day Fifteen- Read pp. 100-119 & Comprehension Questions

1. Begin the class by reading pages 100-119 of *Sweetgrass Basket* aloud as a class.
2. Upon completion of reading, have students continue today's response in their journals, in complete sentences:
   A. What does Mrs. Dwyer yell at Mattie about?
   B. Why is Mattie confused about why Mrs. Dwyer is so angry? How would you feel if you were in a situation like this?
   C. If you had been in Mattie's place, bringing laundry to Mrs. Dwyer, what would you have done?
   D. Do you think Mrs. Dwyer is right in being angry? Explain.
   E. What does Sarah give Mattie to make her feel better?
   F. What is the meaning behind Mattie's basket?
   G. Why is it important that nobody finds Mattie's basket?
   H. Who are the Thunder Beings?
   I. How can the girls tell Miss Weston is afraid of them?
   J. Why is Sarah glad that there is a storm?
   K. What does Ida want to be?
   L. What do you think Ida means when she says, "I have my ways?"
   M. What is Ida up to? Infer what you think will happen in the coming pages.
3. Explain that they must turn in their journals as an Exit Ticket before leaving class.
   ✓ Assessment- Today's Journal entry can be assessed quickly by checking (and awarding points) students' comprehension of the plot during this portion of the story.

Day Sixteen- Inferences & Read pp. 120-125

1. Begin class by having students summarize, as accurately as possible, the previous day's reading.
2. Second, explain what an inference is once again:

   Inferences

   An inference (sort of prediction) is your ability to use facts and details to discover unstated meanings and ideas about what you are reading or looking at.

   For example, you can make inferences about a character's: personality traits, feelings, interactions with others, conflicts, motivation, decisions, outcomes, etc.

   After you make an inference you read/learn more to determine whether your inference was correct/ incorrect and learn more.
3. Third, remind students what an inference is by helping them recall the inferences they made about Cinderella from Day Five- Inferences between Shi-Shi-Etko and Sweetgrass Basket.
4. Third, have students record their inferences, regarding today's reading in their journals. The following questions can help them do so.
   A. Summarize yesterday's reading to the best of your ability and in complete sentences.
   B. Infer what you think will happen in today's reading. Write your inferences in complete sentences.
5. Read pages 120 through 125 aloud as a class. Discuss as necessary.
6. Finally, instruct students to respond to the following questions in their journals:
   A. Why was Mrs. Dwyer angry with Mattie on p. 100?
   B. Why do you think Mrs. Dwyer is angry with Mattie now? Give evidence to back up your thoughts.
   C. What do you think Mrs. Dwyer wants on p. 121? Why do you think this?
   D. Do you think Mattie is lying when she says she doesn't have it? Explain.
   E. What was Mrs. Dwyer missing?
   F. Do you think Mattie has it? Why or why not?
7. Explain that they must turn in their journals as an Exit Ticket before leaving class.

   ✓ Assessment- Today's Journal entry can be assessed quickly by checking (and awarding points) students' inferences and their analyses of their inferences.

Day Seventeen- Inferences & Read pp. 126-136

1. Begin class by having students summarize, as accurately as possible, the previous day's reading.
2. Second, have students record their inferences, regarding today's reading in their journals. The following questions can help them do so.
   A. Summarize yesterday's reading to the best of your ability and in complete sentences.
   B. Infer what you think will happen in today's reading. Write your inferences in complete sentences.
3. Read pages 126 through 136 aloud as a class. Discuss as necessary.
4. Finally, instruct students to respond to the following questions in their journals:
   A. On page 129, do you think Mattie is telling the truth?
   B. What else is missing besides Mrs. Dwyer's brooch? Where do you think it is? Why do you think this?
   C. Write two nouns that you see in the classroom.
   D. Infer what you think is going to happen next to Mattie or Sarah. Describe why you think this.
5. Explain that they must turn in their journals as an Exit Ticket before leaving class.

   ✓ Assessment- Today's Journal entry can be assessed quickly by checking (and awarding points) students' inferences and their analyses of their inferences.

Day Eighteen- "False Accusations" Journal/Blogging

2. For today's lesson you may choose between taking the students to a computer lab for an interactive- real-time blog journal experience, the blogging board experience, or students can respond in their journals.

Boarding School- False Accusations

Mrs. Dwyer's brooch is missing and she has accused Mattie of stealing it. Mattie tries to make Mrs. Dwyer understand that she doesn't know what she is talking about and that she did not steal the brooch. Mrs. Dwyer thinks Mattie is lying.

A. Do you think Mattie is lying? Why or why not.
B. If you think Mattie is lying, explain what you think her punishment should be?
C. If you don't think Mattie is lying, have you ever been falsely accused of something you didn't do? Explain the situation. How did you feel?
D. Respond to one person's blog. This first response is required.
    i. Extra Credit: You may respond to more than one person's blog for extra credit.

✓ Assessment- Today's Journal entry, whether through traditional journaling or blogging, can be assessed quickly by looking (and awarding points) for participation, well-thought out responses that are supported with details, and the connections that students made between experiences, sources, etc. One way to do it is to award a designated number of points for answering each question thoughtfully, with detailed support, and awarding extra credit points every time a student responds to another's blog. The most important part of this assessment is that the teacher has an understanding of where the students are at, which can understood when the responses are read.

Day Nineteen- Watch Rabbit Proof Fence (minute 31-end of period or minute 111)

1. Begin class by asking students how they felt about the journaling/blogging experience from the previous day.
2. Then, have a small discussion regarding their recollections about *Rabbit Proof Fence*.
3. Begin showing students minute 31 of *Rabbit Proof Fence.* Continue the video until the end of the period or minute 111.
4. Upon completion of the video, have students respond in their journal, in complete sentences.
    A. Why did the girls put the socks on?
    B. What would you have done if you were Gracie in this situation?
    C. Compare and contrast *Sweetgrass Basket* and *Rabbit Proof Fence* as you have seen so far.
    D. What, do you think, is the purpose of having you study these two sources together?
5. Explain that they must turn in their journals as an Exit Ticket before leaving class.

✓ Assessment- Today's Journal entry can be assessed quickly by checking (and awarding points) students' comprehension of the events within *Rabbit Proof Fence* as well as through the comparisons they made between the two sources.

Day Twenty- Read pp. 137-148 & Running Away

1. Read pages 137-146 of *Sweetgrass Basket* aloud as a class.
2. Discuss the reading as necessary.
3. Upon completion of this first reading, provide students enough time to respond to the following questions in their journals:
    A. Summarize what you have read so far today to the best of your ability and in complete sentences. Where do you think Mattie plans on going? Explain why you think that.
    B. Put yourself in Mattie's situation. Explain the emotions you would be experiencing. Provide specific examples for support.

C. Explain what is happening at this moment and tell me your inference about what you think will happen in the near future.
D. What do you think Sarah is thinking? Put yourself in Sarah's situation at this time. What would you be feeling at this time, if you were Sarah? Explain with specific examples for support.

4. Read pages 147-148 aloud as a class.
5. Upon completion of the reading, have students respond to the following question in their journal; remind them to write in complete sentences.
   A. Mattie is eager to find her way back to the railroad tracks but she has come upon an obstacle, a "lump"- in your journal, draw the "lump" and explain what you would do in her situation. Make an inference about what you think will happen next.
6. Explain that they must turn in their journals as an Exit Ticket before leaving class.
   ✓ Assessment- Today's Journal entry can be assessed quickly by checking (and awarding points) students' summarizations, inferences, and drawings.

Day Twenty-one- Read pp. 149-153 & Examining the Use of Controversial Language

1. Read pages 149- 153 aloud as a class.
2. Pay particualar attention to the inappropriate controversial words that the man calls Mattie on page 152.
3. Explain that these words are extrememly inappropriate for today, but that the man's use of them is realistic for this time in history.
4. Also, you may want to elaborate on the meanings of the words so that students can have a better understanding of how inappropriate they are. Be sure to clarify misunderstandings, misconceptions, and occurances within the story. The information in the "Teacher's Tip" will provide background for possible expansion.
5. Upon completion of the reading, have students respond to the following questions in their journal. Remind students to write in complete sentences.
   A. How did this situation make you feel?
   B. Marlene Carvell used very controversial language in this passage. How did this language affect you? How did it influence your emotions and feelings as you finished the excerpt?
   C. Do you feel that the language she used was appropriate for the situation? Did it help you understand the situation better? Why or why not?
6. Explain that they must turn in their journals as an Exit Ticket before leaving class.
   ✓ Assessment- Today's Journal entry can be assessed quickly by checking (and awarding points) students' responses to A-C above.

Teacher Tip: Historically, White men would use the derogatory term, "Squaw," to describe Indian women. The term carries multiple derogatory connotations some very, very offensive. Bernard L. Azure, an Assiniboine man makes this clear in his statement found within the "Celebrating Old Places and New Names" flyer, on Mar. 5, 2009, "...Hearing my mother called a "squaw" 35 years ago still stings me to the marrow ... They are citizens of their tribes, they are citizens of the state and they are citizens of the nation – it is a unique existence that needs to be respected and dealt with honorably." In fact, the term is so offensive to some, that the Montana Legislature passed House Bill 412 in 1999, which has required "...state landholding and land managing agencies to identify all geographic features and places under their jurisdiction using the word "squaw"; ... the agencies to remove the word "squaw" from any maps, signs, or markers...; and providing for appointment of an advisory group to develop replacement names and notify appropriate agencies." More information may be found at:
http://data.opi.mt.gov/bills/mca/2/15/2-15-149.htm; and
http://session09.blogspot.com/2009/03/ceremony-celebrates-new-names-for-old.html
and
http://geonames.usgs.gov

Day Twenty-two- Read pp. 154-187- Figurative Language

1. Read pages 154-187 of Sweetgrass Basket aloud as a class.
2. Discuss the reading as necessary. Be sure to clarify misunderstandings, misconceptions, and occurrences within the story.
3. Carvell uses strong Figurative Language throughout *Sweetgrass Basket*. Page 186 contains an excerpt with several examples, from "With my salvation in my arms," to "faster than tired legs can go." One such example is the metaphor that she creates between the train and the boarding school experience. Guide students through a discussion about the similarities and differences between these two very powerful forces. Be sure to discuss the words Carvell uses to create this metaphor.
4. Briefly explain the different types of figurative language Carvell uses throughout the book- metaphor, sensory images, etc. Use your distirct's guide or the following website for brief descriptions of figurative language- http://www.orangeusd.k12.ca.us/yorba/figurative_language.htm.
5. Instruct students to work in pairs to find examples of Carvell's use of figurative language from page 154 to 187. Students should:
   A. record the excerpts they have chosen in their journals;
   B. explain what kind of figurative language Carvell is using;
   C. the words she has chosen to do this;
   D. and how they affect him/her as the reader.
6. Explain that they must turn in their journals as an Exit Ticket before leaving class.
   ✓ Assessment- Today's Journal entry can be assessed quickly by checking (and awarding points) for students discussion of figurative language and responses to A-D above.

Day Twenty-three- Read pp. 188-213

1. Read pages 188-213 of *Sweetgrass Basket* aloud as a class.
2. Discuss the reading as necessary. Be sure to clarify misunderstandings, misconceptions, and occurances within the story.
3. Upon completion of the reading, have students respond in their journal in complete sentences.
   A. Summarize, today's reading to the best of your ability and in complete sentences.
4. Explain that they must turn in their journals as an Exit Ticket before leaving class.
   ✓ Assessment- Today's Journal entry can be assessed quickly by checking (and awarding points) students' summarizations.

Day Twenty-four- "Treatment of Runaways & the Sick" Journal/Blogging

3. For today's lesson you may choose between taking the students to a computer lab for an interactive- real-time blog journal experience, the blogging board experience, or students can respond in their journals.

   Reactions

   This week we have read about Mattie's escape from and return to Carlisle. We have also watched scenes of boarding school students who have run away and been punished from *Rabbit Proof Fence*. Think back to our readings and the scenes that we were able to watch to answer the following questions:
   A. Was Mattie's punishment, in the Guardhouse, fair/just? Explain why or why not.
   B. What did these scenes make you think? How did they scenes make you feel? Explain.
   C. Why do you think you had this reaction? Explain.
   D. Respond to one person's blog. This first response is required.

i. Extra Credit: You may respond to more than one person's blog for extra credit.

✓ Assessment- Today's Journal entry, whether through traditional journaling or blogging, can be assessed quickly by looking (& awarding points) for participation, well-thought out responses that are supported with details, and the connections that students made between experiences, sources, etc. One way to do it is to award a designated number of points for answering each question thoughtfully, with detailed support, and awarding extra credit points every time a student responds to another's blog. The most important part of this assessment is that the teacher has an understanding of where the students are at, which can be understood when the responses are read.

Day Twenty-five- Read pp. 214-243

1. Begin class by asking students how they felt about the journaling/blogging experience from the previous day.
2. Read pages 214-243 of *Sweetgrass Basket* aloud as a class.
3. Discuss the reading as necessary. Be sure to clarify misunderstandings, misconceptions, and occurances within the story.
4. Upon completion of the reading, have students respond in their journal in complete sentences.
   A. Summarize, today's reading to the best of your ability and in complete sentences.
   B. What was your reaction to the end of the story? Explain your feelings through the completion of the *Sweetgrass Basket*.
   C. What are your final thoughts regarding *Sweetgrass Basket*?
5. Explain that they must turn in their journals as an Exit Ticket before leaving class.
   ✓ Assessment- Today's Journal entry can be assessed quickly by checking (and awarding points) students' summarizations.
6. Have students complete their Character Maps for Mattie and Sarah for homework. Remind them that they can use the Character Map Thought Organizers and the sticky notes from throughout their books to complete the task.

Day Twenty-six- Character Map Entrance Tickets & Complete Rabbit Proof Fence (& Discuss Field Trip- if possible)

1. Collect students' Character Maps for Mattie and Sarah as an Entrance Ticket.
   ✓ Assessment- Students can be assessed in two ways for the Character Maps.
      i. The first way is to award students points for completing the task and participating in the following discussion.
      ii. The second method of assessing students' Character Maps is to check to make sure:
         a. Connections are realistic; and
         b. Students have a solid understanding of Mattie and Sarah as characters.
2. Begin class with a small discussion regarding students' recollections about *Rabbit Proof Fence*.
3. Begin showing *Rabbit Proof Fence* at minute 112. Continue the video through the end.
4. Upon completion of the video, have students respond in their journal, in complete sentences.
   Now that you have completed *Sweetgrass Basket* and *Rabbit Proof Fence*, respond to the following in complete sentences. Remember that when you compare, you find what is alike and when you contrast, you find what is different.
   A. Summarize *Rabbit Proof Fence* to the best of your ability.
   B. What are your feelings and thoughts regarding *Rabbit Proof Fence*?
   C. Compare and contrast *Sweetgrass Basket* and *Rabbit Proof Fence*.
   D. What, do you think, is the purpose of having you study these two sources together?

E. How have your thoughts regarding this changed?

1. Explain that they must turn in their journals as an Exit Ticket before leaving class.
   ✓ Assessment- Today's Journal entry can be assessed quickly by checking (and awarding points) students' comprehension of the events within *Rabbit Proof Fence* as well as through the comparisons they made between the two sources.
2. The following two optional activities are priceless for building comprehension, relationships between people of multiple cultures and experiences, and bringing the boarding school experience to life.
   A. Boarding School Field Trip- There were multiple boarding schools throughout Montana. A site may be near your school that you could visit. An example of a letter to parents regarding the organization of a field trip is attached. The letter to parents can be distributed on this day if it is going to occur.
   B. Elders- Bringing one or more tribal Elders to speak to your students about their experiences at boarding school. You may ask them to go on the field trip with you or visit your school. In this case, it is best to ask Elders you know have experiences with boarding schools to speak about what they are comfortable sharing. You may also suggest that they speak on the positive and negative aspects of boarding school so that students can hear both perspectives.

> ***Teacher Tip:*** Asking Elders to speak is a powerful way to bring boarding school experiences to life. Remember that Elders' time is very valuable and they should be treated with the utmost respect. It is best to greet Elders at the door of the school or meeting area, offer a beverage such as coffee, tea, or water, compensate them for their time and mileage, and/or offer a gift of gratitude.

Day Twenty-seven – Twenty-nine- Introduce, Work on, and Present Act-It-Outs

1. Begin class by organizing students into pre-arranged cooperative groups.
2. Explain that students will begin a project where they will work cooperatively together to act out a scene from *Sweetgrass Basket*.
3. Distribute the *Sweetgrass Basket* Group Act-It-Outs handout and rubrics.
4. Walk students through the three rubrics. Explain the process and expectations as necessary.
5. Instruct students to begin organizing their Act-It-Outs.
6. Provide time to work cooperatively on Act-It-Outs with groups.
7. Provide time for groups to present their Act-It-Outs to the class.
   ✓ Assessment- Use the rubrics that are part of the "*Sweetgrass Basket* Group Act-It-Outs" handout to assess student achievement.

> ***Teacher Tip:*** It is often a good idea for teachers to pre-arrange student groups to ensure all students are successful. Some key aspects to consider ensuring student success are: reading level; cooperation skills; special needs; creativity; dramatic skills; etc.

Day Thirty- Final Projects (or Field Trip)

1. This is a wonderful day to conduct the field trip or have Elders come to speak to the students. If one or both of these events are occuring, conduct the activities as planned and move the remaining instructions to the following day.
2. Begin class by distributing the handout titled "*Sweetgrass Basket* Final Project."
3. Walk students through the handout and the rubric. Explain the process and expectations as necessary.
4. Instruct students to begin organizing the brainstorming portion of the final project.
5. Provide time to work on the final project.

Day Thirty-one - Thirty-three- Work on & Complete Final Projects and Post-Test

1. Begin class by reminding students of your expectations.
2. Provide time for groups to work on and complete their final projects.
   - ✓ Assessment- Use the rubric on the handout titled "*Sweetgrass Basket* Final Project" to assess student achievement. Or, use your district's writing process and corresponding assessment.
   - ✓ **Whole Unit Assessment**- Distribute and assess student growth pertaining to *Sweetgrass Basket* and boarding school experiences by administering the unit Post-Test, which is attached.

Vocabulary

Appropriate vocabulary instruction is necessary throughout the unit as determined by student reading levels.

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Name

Sweetgrass Basket Unit Pre-Test

Do your best to answer the questions, using complete sentences.

What is assimilation?

Was every Indian child required to go to boarding school? Explain why or why not.

Was every Indian child required to be educated? Explain your response.

In general, were boarding schools far away or close to home? Explain your response as much as possible..

Were boarding school students allowed to speak their native languages? Explain why or why not.

Were boarding school students allowed to dress in their traditional clothing? Explain.

In general, were boarding school students allowed to continue their Native customs? Explain your response.

Do Indian Boarding Schools still exist today? Explain to the best of your ability.

KEY

Sweetgrass Basket Unit Pre-Test

Use the following responses as guides for assessment of students' understanding.

What is assimilation?

Something that explains the following would be acceptable- Native Americans and other Indigenous people throughout the world were expected to assimilate into the society that was in control (prevailing) at the time. Assimilation involves the adoption of aspects of the prevailing group's culture, including customs and attitudes.

Was every Indian child required to go to boarding school?

Something that explains the following would be acceptable- It largely depended upon the laws that were forced upon the tribe. However, many students were forced to attend and even stolen from their families and taken to boarding schools.

Was every Indian child required to be educated?

Something that explains the following would be acceptable- Yes. However, the degree to which it was enforced largely depended upon the expectations that were placed on the tribe, by the prevailing government. However, many students were forced and even stolen from their families and taken to boarding schools.

In general, were boarding schools far away or close to home?

Something that attempts to explain the following would be acceptable- For the most part, children were taken to boarding schools that were very far away from their homes. However, local schools were favored by the government for a period of time as well.

Were boarding school students allowed to speak their native languages?

Something that explains the following would be acceptable- Most boarding schools did not allow any child to speak even a little of their native languages while they were at school. Some children had their mouths washed out with soap, were reprimanded or even beaten for doing so.

Were boarding school students allowed to dress in their traditional clothing?

Something that explains the following would be acceptable- No. Many students were stripped of their traditional clothing and "cleaned" by a school attendant. Some were even washed with lye soap. Many students' hair was cut so that it would look like the common hair style of the prevailing culture at the time.

In general, were boarding school students allowed to continue their Native customs?

Something that explains the following would be acceptable- No. Many students were not allowed to practice or possess anything that held ties to traditional customs and attitudes. Students were sometimes punished severely for continuing customs.

Do Indian Boarding Schools still exist today?

Something that explains the following would be acceptable- Yes. However, many of the students (or their parent(s)) who attend boarding schools today have chosen to do so. Some are places where students learn and are able to keep and even focus on their traditional customs.

Name

Away from Home: American Indian Boarding School Experiences Presentation Log

Complete the log as your classmates present their selections from *Away from Home: American Indian Board School Experiences*. Remember to write the presenter's name on the line on the left-hand side of the page so that you remember who gave each presentation.

Presenter-
Briefly describe what the presenter presented:

What was something you learned, enjoyed, or a thought you have about the information presented in the presentation?

Presenter-
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What was something you learned, enjoyed, or a thought you have about the information presented in the presentation?

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Briefly describe what the presenter presented:

What was something you learned, enjoyed, or a thought you have about the information presented in the presentation?

Presenter-
Briefly describe what the presenter presented:

What was something you learned, enjoyed, or a thought you have about the information presented in the presentation?

Name

Character Map Thought Organizer

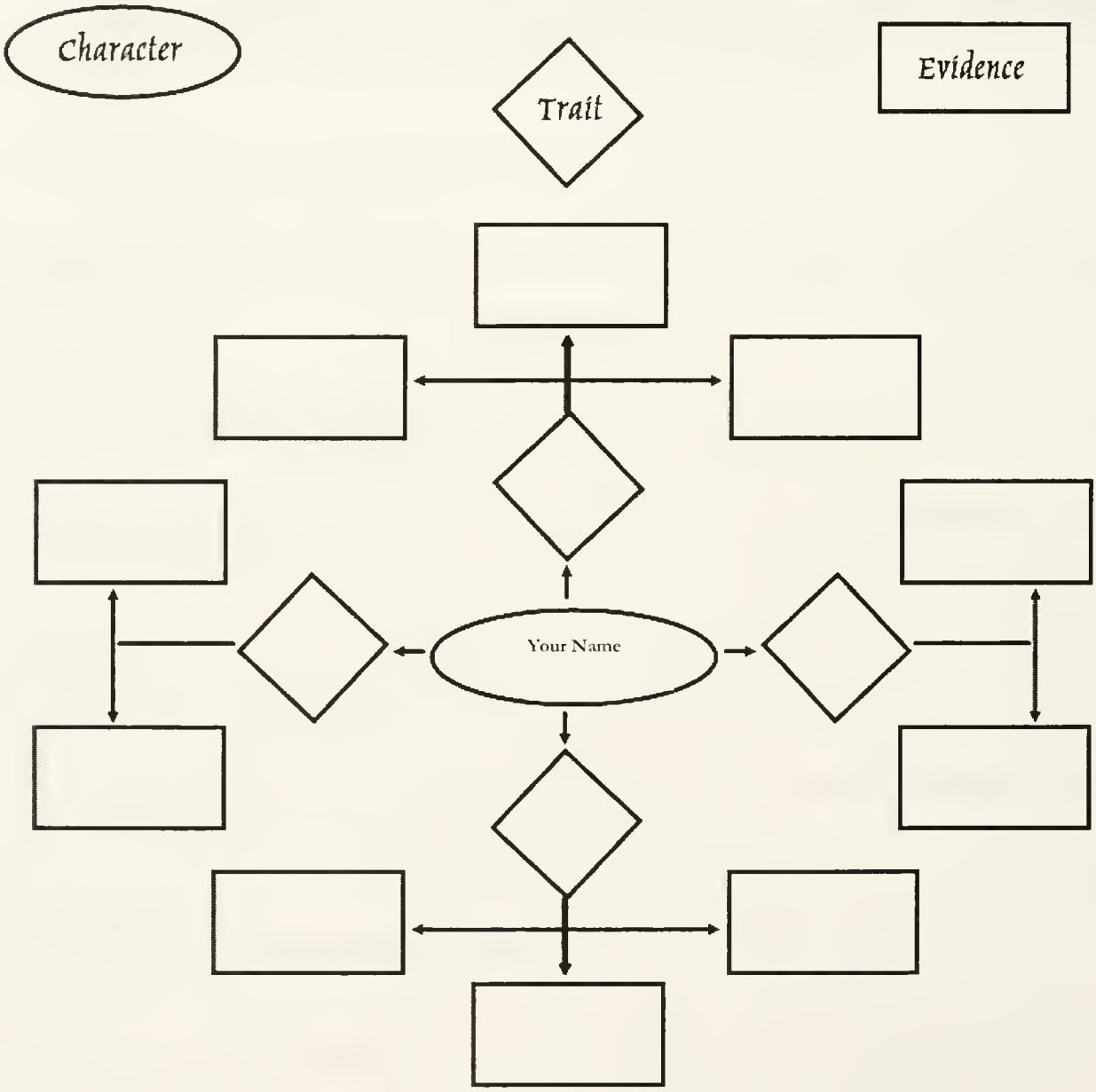
Use the Character Map Thought Organizer to record evidence of the character's thoughts, ideas, and emotions. Be sure to write the corresponding page numbers from the stories, if needed. Then, transfer the appropriate information to your Character Maps for Shi-Shi-Etko, Mattie, and Sarah.

Character:		
Actions & Page Number	***Thoughts & Page Number***	***Emotions & Page Number***

Name

Character Map for Self

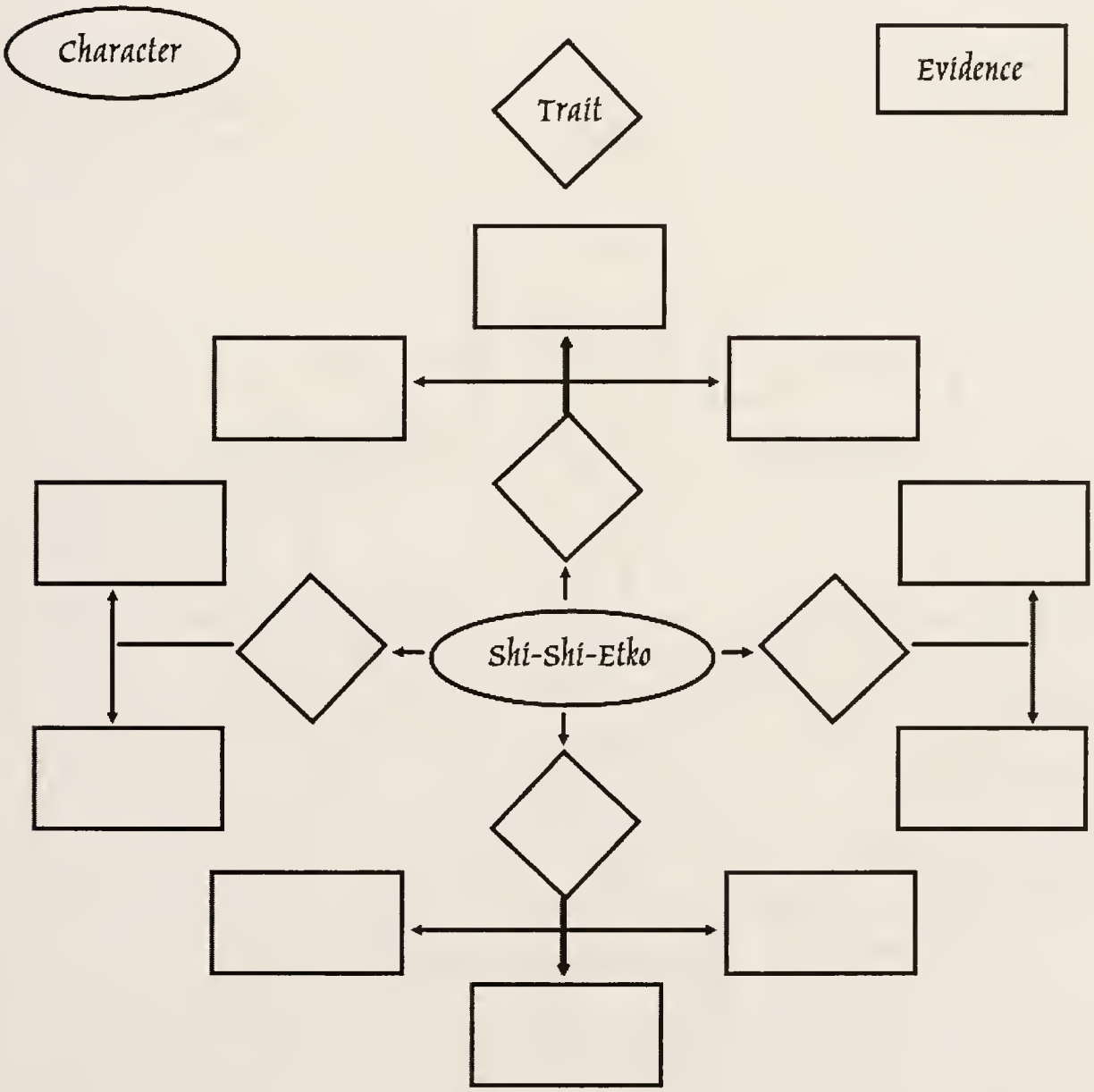
Map your qualities by listing one of your traits inside of each diamond. Then, find at least one piece evidence, from the reading, to support your trait identification. Write the evidence in a corresponding rectangle.



Name

Character Map for Shi-Shi-Etko

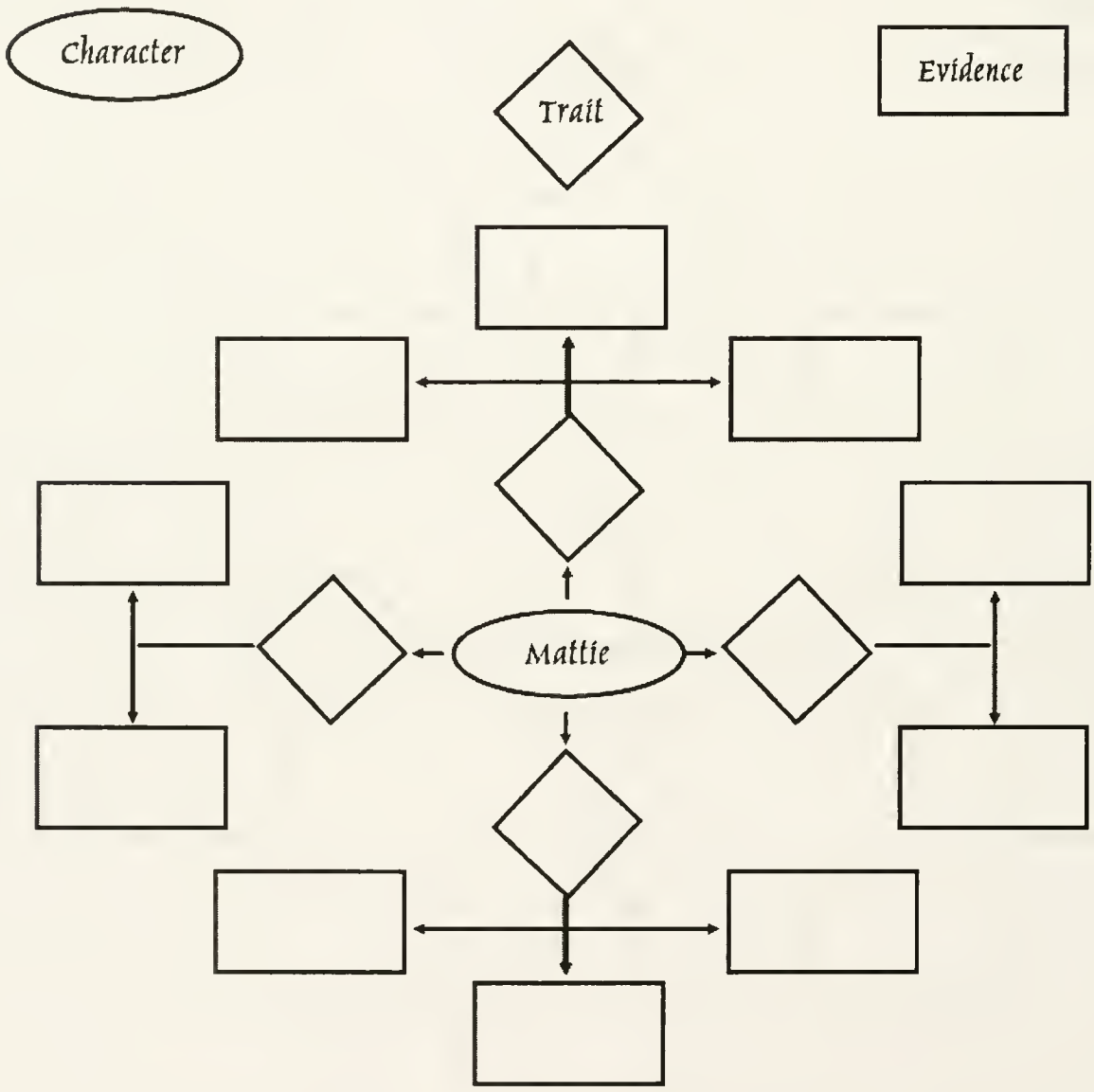
Map Shi-Shi-Etko's qualities by listing one of her traits inside of each diamond. Then, find at least one piece evidence, from the reading, to support your trait identification. Write the evidence in a corresponding rectangle.



Name

Character Map for Mattie

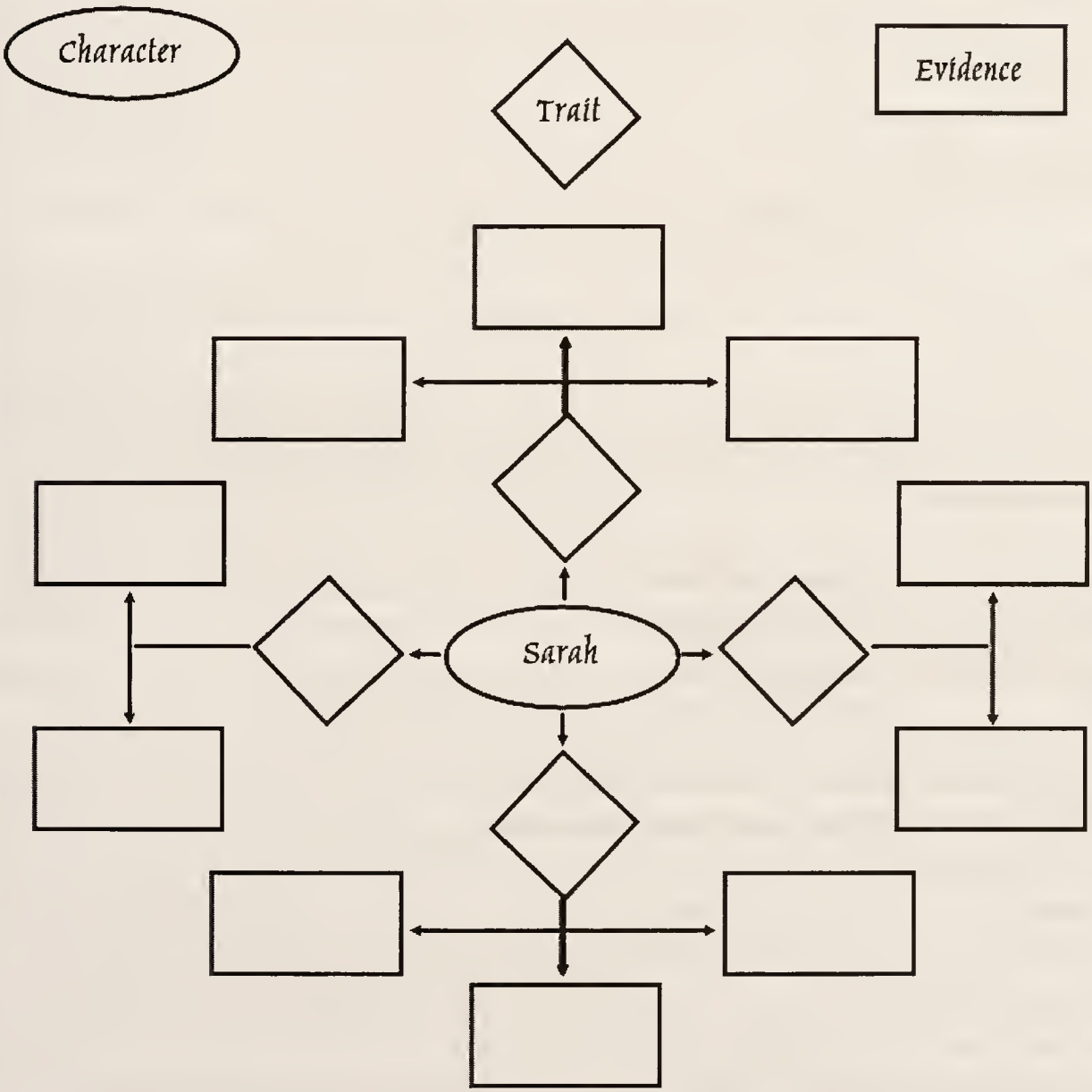
Map Mattie's qualities by listing one of her traits inside of each diamond. Then, find at least one piece evidence, from the reading, to support your trait identification. Write the evidence in a corresponding rectangle.



Name

Character Map for Sarah

Map Sarah's qualities by listing one of her traits inside of each diamond. Then, find at least one piece evidence, from the reading, to support your trait identification. Write the evidence in a corresponding rectangle.



Name _____

Sweetgrass Basket Group Act-It-Outs

In your group, of no more than four people, choose a favorite part from the *Sweetgrass Basket*.

Work as a group to organize a dramatic reading or performance of your favorite part of the book.

1. Have the teacher approve your selection.
2. Re-read the portion of the story as a group.
3. Decide on each person's role within the act-it-out:
   A. What will each group member do to contribute to the group?
   B. What role with each group member play within the act-it-out?
4. Perform your Reader's Theater or performance for the class on _____.

Members of Group #___:

1. You: _____
2. _____
3. _____
4. _____

Your final grade is the total when your score from each of the categories are added together. You may see the Rubrics from each of these categories; they are on the back of this paper.

Group Act-It-Out Rubric for Individual: +_____
Teacher Act-It-Out Rubric for Individual: +_____
Teacher Act-It-Out Rubric for Group: +_____
Total: =_____

Out of 50 points possible= your final percentage: _____%

Group Act-It-Out Rubric for Individual

Each of your group members will rate you on a scale of 0-5 with 5 being the most points you can earn and 0 being the least. Rate yourself as Group Member #1. When told to do so, pass this paper to your next group member so that he/she can rate you. Continue until all members of your group have rated you. Your grade for this portion will be an average of all four of your totals and will be added to the totals from the other two rubrics.

Member 1:	**Member 1 (0 - 5 pts.)**	**Member 2 (0 - 5 pts.)**	**Member 3 (0 - 5 pts.)**	**Member 4 (0 - 5 pts.)**
Was helpful and cooperative with the group-				
Provided input and ideas throughout the project-				
Did his/her best possible work-				
Did his/her share of the work-				
Total (20 Possible)				
Total from Group Evaluation (Add Member 1-4 Totals)= / 4 = (20 possible)				

Teacher Act-It-Out Rubric for Individual

Your teacher will give you a point in each area that you have earned it. Your grade for this portion will be added to the totals from the other two rubrics.

The student's:	**(0 - 1 pt.)**
Script for his/her role was accurate-	
Volume was good during the act-it-out-	
Organization was good throughout the act-it-out-	
Actions and props were appropriate for his/her role-	
Had appropriate behavior during practice and presentation of the act-it-out-	
Total (5 possible)	

Teacher Act-It-Out Rubric for Group

Your teacher will rate you on a scale of 0-5 with 5 being the most points you can earn and 0 being the least. Your grade for this portion will be added to the totals from the other two rubrics.

The Group:	**(0 - 5 pts.)**
Was helpful and cooperative with one another-	
Did their best possible work-	
Divided and took responsibility for individually assigned work-	
Had appropriate behavior during practice of the act-it-out.	
Had appropriate behavior during presentation of the act-it-out.	
Total (25 possible)	

Date

Dear Parents/Guardians;

We have been reading *Sweetgrass Basket* by Marlene Carvell and studying Indian Boarding School experiences as an in-depth unit of study throughout the past (time frame). We would like to take our students to The Longhouse (site) and the St. Ignatius Catholic Church (second site) both located on the site of the St. Ignatius Mission and the Ursalines Boarding & Day School (name of site of boarding school).

We will leave the school grounds at (Date and Time of departure) and drive to The Longhouse where one or two Salish-Pend d'Oreille Elders will speak about their personal experiences while in attendance at The Ursalines Boarding & Day School (explanation of events day's events). The students will then have a short break. The break will be followed by a PowerPoint presentation on a speaker's mother's experience at Chemawa Boarding School. We will have lunch from approximately 12:00 to 1:00 outside of The Longhouse. Students may bring a sack lunch with them or order a sack lunch from the school. There will not be an opportunity to purchase food/snacks on our field trip. The field trip will continue with a visit to the museum at and a tour of the St. Ignatius Catholic Church. Students will board the buses to come back to (school) and we should arrive back at the school at approximately (time of arrival).

We would love to have as many parents/guardians as possible share our learning experience and help chaperone the trip. If you are interested, please indicate so by filling out the stapled "Chaperone" slip and having your child return it to us with his/her permission slip.

Also, feel free to contact either (name of teacher) at the school at (phone number) if you have any questions or concerns.

Sincerely,

(teacher)

▼ Cut off & return this portion

Filling out the information and signing below gives your child permission to attend the Boarding School Field Trip. This portion of the permission slip must be returned to (teacher) no later than (date).

Childs Name: _____

_____ Will bring a sack lunch from home for the field trip on (date).
_____ Will order a sack lunch from the school for the field trip on (date).

Parent/Guardian Signature: _____

Date Signed: _____

Name

Sweetgrass Basket Final Project

We have had the opportunity to learn about Indigenous boarding schools in a variety of ways: *Shi-Shi-Etko*, *Away from Home*, Building Background Knowledge information, *Sweetgrass Basket*, *Rabbit Proof Fence*, (optional- the speakers &/or field trip).

You will need to think about these as you choose your final project. You will be using proper paragraph format to write 2 paragraphs. One will compare two experiences and the other will contrast them. You will need to choose one of the following to write about:

1) compare/contrast the personalities and experiences of Mattie and Sarah
2) compare/contrast a character from a book and a character from a movie and their experiences
3) compare/contrast a character/experience to your own experience
4) compare/contrast a school experience
5) write about the positive aspects of boarding schools and the negative aspects of boarding school
6) (optional- compare and contrast the experiences of two of the speakers)

You will first brainstorm information to support your choice. This might be done with a group. Then you will draft two paragraphs according to the brainstorming that you have done. Check these with your teacher. Finally, you will need to write or type both paragraphs in final paragraph format checking for correct grammar, punctuation and spelling.

Final Project Rubric for Individual Your teacher will give you the number of points you have earned in each area.		
The student:		
Was engaged and used the brainstorming session to the best of his/her ability- **(0 - 5 pts.)**		
Completed well thought out drafts of a comparison paragraph as well as a paragraph of contrast- **(0 – 20 pts.)**		
Had paragraph checked for needed corrections by teacher - **(0 - 5 pts.)**		
Completed final, well organized, drafts of both the comparison paragraph and the paragraph of contrast- **(0 - 20 pts.)**		
Missed the following number of spelling, grammar, and punctuation errors throughout his/her two paragraphs- **(-1 point for every five spelling, grammar and punctuation errors)**	**Tallies**	**Deducted Points**
Total **(50 possible)**	**Points**	**%**

Name _____

Sweetgrass Basket Unit Post-Test

Do your best to answer the questions, using complete sentences.

What is assimilation?

Was every Indian child required to go to boarding school? Explain why or why not.

Was every Indian child required to be educated? Explain your response.

In general, were boarding schools far away or close to home? Explain your response as much as possible.

Were boarding school students allowed to speak their native languages? Explain why or why not.

Were boarding school students allowed to dress in their traditional clothing? Explain.

In general, were boarding school students allowed to continue their Native customs? Explain your response.

Do Indian Boarding Schools still exist today? Explain to the best of your ability.

KEY

Sweetgrass Basket Unit Post-Test

Use the following responses as guides for assessment of students' understanding.

What is assimilation?

Something that explains the following would be acceptable- Native Americans and other Indigenous people throughout the world were expected to assimilate into the society that was in control (prevailing) at the time. Assimilation involves the adoption of aspects of the prevailing group's culture including customs and attitudes.

Was every Indian child required to go to boarding school?

Something that explains the following would be acceptable- It largely depended upon the laws that were forced upon the tribe. However, many students were forced to attend and even stolen from their families and taken to boarding schools.

Was every Indian child required to be educated?

Something that explains the following would be acceptable- Yes. However, the degree to which it was enforced largely depended upon the expectations that were placed on the tribe, by the prevailing government. However, many students were forced and even stolen from their families and taken to boarding schools.

In general, were boarding schools far away or close to home?

Something that attempts to explain the following would be acceptable- For the most part, children were taken to boarding schools that were very far away from their homes. However, local schools were favored by the government for a period of time as well.

Were boarding school students allowed to speak their native languages?

Something that explains the following would be acceptable- Most boarding schools did not allow any child to speak even a little of their native languages while they were at school. Some children had their mouths washed out with soap, were reprimanded or even beaten for doing so.

Were boarding school students allowed to dress in their traditional clothing?

Something that explains the following would be acceptable- No. Many students were stripped of their traditional clothing and "cleaned" by a school attendant. Some were even washed with lye soap. Many students' hair was cut so that it would look like the common hair style of the prevailing culture at the time.

In general, were boarding school students allowed to continue their Native customs?

Something that explains the following would be acceptable- No. Many students were not allowed to practice or possess anything that held ties to traditional customs and attitudes. Students were sometimes punished severely for continuing customs.

Do Indian Boarding Schools still exist today?

Something that explains the following would be acceptable- Yes. However, many of the students (or their parent(s)) who attend boarding schools today have chosen to do so. Some are places where students learn and are able to keep and even focus on their traditional customs.

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

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